DOCUMENT RESUME

ED 289 843 SP 029 718

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TITLE An Annotated Bibliography of Current Literature Dealing with Teacher Stress and Burnout: Causes, Effects, and Management.
PUB DATE Jun 87
NOTE 38p.; Exit Project, Indiana University at South Bend.
PUB TYPE Reference Materials - Bibliographies (131) -- Information Analyses (070)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Elementary Secondary Education; Organizational Climate; Role Conflict; *Stress Management; *Stress Variables; Teacher Attitudes; *Teacher Burnout; Teaching Conditions

ABSTRACT

Brief abstracts are presented of recent articles dealing with teacher stress and burnout. The first section of this bibliography includes writings on the causes of stress and burnout. The second section concentrates on the symptoms and effects of teacher burnout upon the teacher, students, and schools. In the last section, methods of stress reduction and management of stress once it has been diagnosed are explored. (JD)

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AN ANNOTATED BIBLIOGRAPHY OF CURRENT LITERATURE DEALING WITH TEACHER STRESS AND BURNOUT: CAUSES, EFFECTS, AND MANAGEMENT

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Submitted in partial fulfillment of the requirements
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in the Department of Education
Exit Project--S591
Indiana University
at South Bend
June, 1987

SP 029 718

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INTRODUCTION

> "The emergence of teacher burnout as a troublesome educational issue comes, ironically, at a time when there is renewed interest in making teaching an inviting professional occupation for able and talented people. . . . too many teachers have become demoralized or burned out and this trend has a significant impact on the recruitment, retention, and performance of teachers." (Farber, 1984, p. 321)

This report has been researched to identify the elements causing burnout in teachers, the symptoms and effects of burnout, and management techniques for coping. With this information the individual teacher may be able to identify his/her stress and cope with his/her situation in a satisfactory manner to alleviate all harmful stress and remain in his/her job. The challenge of the job still provides a solid psychological reward (Hawkes, 1983, p. 78).

STATEMENT OF THE PROBLEM

Teachers who rank among the best and the brightest are leaving the teaching profession because they are bored, disillusioned, and dissatisfied with their jobs and personally burned out. Methods of coping with stress could be used as a preventative measure to keep good teachers in the field.

PURPOSE OF THE STUDY

Emphasis needs to be placed within the teaching profession and within the community on helping teachers recognize factors causing stress and methods to alleviate or cope with resulting problems.

ORGANIZATION

This study contains current literature dealing with teacher stress and burnout which has been organized into three sections. The first section will include the causes of stress and burnout, while section two will concentrate on the symptoms and effects upon the teacher, students, and schools as a result of teacher stress. The last section will explore methods of stress reduction and management of stress once it has been diagnosed. In each section entries have been placed in alphabetical order, providing a variety of resources that include many unique characteristics.

LIMITATIONS

Although many research conclusions on stress management emphasize the role of the principal in aiding the teacher, there is little documentation about the actual authority of the principal to control these variables.

GLOSSARY

burnout -- regarded as a final step in a progression of unsuccessful attempts to cope with negative stress conditions. (Farber, 1984, p. 324)

-- the result of constant and intense emotional pressure such as that evident in continuous situational stress. (Kalker, 1984, p. 16)

organizational oriented stress -- an over competitive atmosphere; unclear job requirements; lack of recognition. (Coldicott, 1985, p. 91)

role ambiguity -- is the lack of clear, consistent information regarding rights, duties, and responsibilities of a person's occupation and how they can best be performed. (Schwab, 1982, p. 61)

role conflict -- is the simultaneous occurrence of two or more sets of inconsistent expected role behaviors for an individual. It occurs when a person cannot reconcile the inconsistency between these sets of expected role behaviors. (Schwab, 1982, p. 61)

role-related stress -- concerns the degree of fit between a teacher's expectations of his/her teaching role and the actual work-related experience of fulfilling that role. (Pettegrew, 1982, p. 374)

situational stress -- a reaction of anxiety to what is perceived as a stressful or threatening demand coming from the environment. (Kalker, 1984, p. 16)

task-based stress -- concerns and problems associated with a variety of specific tasks that a teacher must perform in his/her teaching role. (Pettegrew, 1982, p. 374)

teacher stress -- a response by a teacher of negative affect (such as anger, anxiety, depression) accompanied by potentially pathogenic physiological changes as a result of the demands made upon the teacher in his/her role as a teacher. (Kalker, 1984, p. 16)

work event stress -- associated with specific circumstances or events that may befall a teacher during the course of his/her professional career. (Pettegrew, 1982, p. 374)

CAUSES OF STRESS AND BURNOUT

Bacharach, Samuel B., "Organizational Analysis of Stress: The Case of Elementary and Secondary Schools," Work and Occupations: An International Sociological Journal, 13:7-32, February, 1986.

This report is based on survey data collected in 83 school districts in New York State. These districts were a random sample stratified according to geographic location, size, wealth of the district, and district expenditures. In preparation of his research Bacharach, set up seven hypotheses dealing with organizational determinants of stress. From these he made complex integrative models based on both dependent and independent variables. The research revealed results for each hypothesis. Hypothesis 1 stated that a bureaucratized work process, indicated by high routinization and low ambiguity, would lead to high levels of reported stress. For both elementary and secondary schools, the presence of role ambiguity lead to stress. The second hypothesis stated that in organizations in which there was a high level of powerlessness, the reported level of stress would be high. No significant relationship emerged in regard to this hypothesis. His third hypothesis stated that in school organizations in which teachers had a high degree of contact with supervisors and fellow teachers, there would be a lower level of reported stress. Results showed that only on the elementary level did communication prove to be related to stress. Hypothesis 4 and 5 dealt with reported levels of negative and positive supervisory behaviors. The research indicated that positive supervisory behavior emerged as a significant negative predictor of general stress at both the elementary and secondary levels, but negative supervisory behavior emerged as a predictor of stress only for secondary schools. The sixth hypothesis stated that the greater the certainty about the opportunity for promotion and the more rational view of the promotion process the lower the reported stress. For both elementary and secondary schools, high rationality of the promotion process emerged as the sole predictor of stress. The final hypothesis stated that in schools where the classroom environment prevented a teacher from performing effectively (the classes were too large, the students were poor learners, the students misbehaved, etc.), there would be higher levels of reported stress. On the elementary level, the perception of classes being too large with students of high learning ability emerged as a strong predictor of general stress. In secondary schools, only student behavior emerged as a significant predictor.

Blase, Joseph J., "A Qualitative Analysis of Sources of Teacher Stress: Consequences for Performance," American Educational Research Journal, 23:13-40, Spring, 1986.

Blase stated that the amount of qualitative research in which teachers subjectively describe the meaning of work stress is limited. The data presented described what teachers themselves believed to be the most important sources of work-related stress. Organizational, student, administrative, and teacher-related factors were most frequently related to teacher stress and together constituted 83.1 percent of the responses. Job-related factors were considered stressful because they were perceived as interfering with time resources. The findings indicated that work stress was linked to strong negative feelings in teachers.

Calabrese, Raymond L., and R. E. Anderson, "The Public School: A Source of Stress and Alienation Among Female Teachers," Urban Education, 21:30-41, April, 1986.

Calabrese and Anderson stated that gender bias is prevalent in public schools and that this bias affects female learners, teachers, and administrators. One reason for the existence of gender bias may be the overwhelming number of male administrators. Many of these male administrators have little empathy for the role conflicts, isolation, and frustration that must be felt by many women. The method used to gather their data came from a survey administered to 76 teachers, 51 females and 25 males, in a midwestern state. Data were analyzed by comparing male and female scores on both the alienation and stress scales. A correlation analysis was also done between stress and alienation, and between stress, alienation, teacher age, and length of service. The study produced four significant findings: (1) female teachers under-went significantly higher levels of stress than male teachers; (2) the younger the teacher, the greater the risk for alienation; (3) a relationship between stress and alienation was lacking; and (4) different levels of alienation between male and female teachers were lacking.

Dedrick, Charles V., Richard R. Hawkes, and John K. Smith, "Teacher Stress: A Descriptive Study of the Concerns," NASSP BULLETIN, 65:31-35, December, 1981.

To conduct their research, the authors used an instrument which consisted of 12 questions, to which 400 K-12 teachers were to responded on a Likert scale in regard to questions dealing with causes of teacher stress and burnout. The findings of the rank order of stressful conditions revealed the following: teachers at all grade levels were discouraged by apathetic and disinterested students; teachers at all levels and in all subject areas were questioning their investment of time and energy; teachers cited lack of time in the school day to honor their responsibilities as a stress causing factor.

Eskridge, Denise Hawkins, and Donald R. Coker, "Teacher Stress: Symptoms, Causes, and Management Techniques," The Clearing House, 58:387-390, May, 1985.

Eskridge and Coker assumed that stress was an integral part of living. Their research showed that for some it was the driving force behind successful undertakings and for others it was the cause of their failures. The authors' research indicated that stress was unique in that it affected people in a personal manner. An event which caused great stress for one person might be a minor happening to another. Therefore, an individual's perceptions and attitudes toward stressors determined the physical and emotional responses his or her body exhibited as a result of the stress.

The researchers outlined some symptoms of stress, causes of stress, and stress management techniques. They concluded that efforts must be made to help teachers recognize the symptoms and causes of eliminating and managing stress.

Friesen, D. and D. Richards,"Organizational Stress Experienced by Teachers and Principals," Educational Resource Information Center, Ed 253 942, April, 1984, pp. 1-39.

Friesen's study examined the work-related stress experienced by teachers and principals in public schools. The researchers worked under the assumption that some of the stress related to a job situation came from the environment. Two questionnaires were mailed to a random sample of 300 teachers and 270 principals. Four observations were made as a result of the study: (1) the main stress factors identified were similar to those in previous studies, suggesting that stress factors can be identified for work groups; (2) background variables did not contribute significantly to overall work stress; (3) personal life stress, as in previous studies, failed to account for variance in overall work stress, suggesting work stress resulted from experiences on the job; and (4) a very significant difference occurred between teachers and principals in their stress experience. Research indicated that teachers face frequent encounters with high stress, whereas principals infrequently encounter highly stressful situations.

Gold, Yvonne, "Burnout: Causes and Solutions," The Clearing House, 58:210-212, January, 1985.

Gold summarized her research into six categories of stress which are grounds for burnout--work overload, lack of perceived success, amount of direct contact with children, staff-child ratio, program structure, and responsibility for others. She also indicated some symptoms of burnout (associated mainly with people in the helping profession)--feelings of hopelessness, helplessness, emptiness, and sadness.

Kalker, Paul, "Teacher Stress and Burnout: Causes and Coping Strategies," Contemporary Education, 56:16-19, Fall, 1984.

Kalker acknowledged that all jobs have inherent potential stressors and personnel who burnout. But burnout appeared to be a more prevalent problem in the helping and service professions, such as teaching. Teachers have a tendency to put more into their work than they get back in the form of compensation, gratification, or acknowledgement from students, parents, and administrators. Kalker's research was derived through interviews and questionnaires.

Specific causes of teacher stress and burnout were numerous. A poor public image of teachers and the teaching profession hurts teachers' self-esteem. Inadequate salaries compounded this effect, leaving doubt in teachers' minds concerning their status as professionals. Role ambiguity was a further cause of teacher stress. Teachers became distressed over the large degree of time they must spend as disciplinarians. Some experienced stress over the necessity of teaching out of their field of interest or expertise. Lack of support by school administration and parents left teachers feeling isolated and helpless. Above all, the constant giving of oneself with little recognition in return could ultimately lead to burnout.

Mersky, Ronald, "Management Practices: A Major Cause of Stress Among Teachers," Educational Resource Information Center, Ed 253 918, November, 1983, pp. 1-13.

Mersky administered a 51-item instrument to teachers in 12 schools to determine the magnitude of stress associated with each teaching event listed. Two patterns which emerged from the study suggested that a high degree of stress among teachers was associated with management practices and with events which related to violence and student discipline. A lesser degree of stress centered around lesson plans, in-service meetings, and student evaluation.

Milstein, Mike M., Thomas J. Golaszewski, and Roderick D. Duquette, "Organizationally Based Stress: What Bothers Teachers," Journal of Educational Research, 80:293-297, May/June, 1984.

This study was conducted in a large urban school system which serves almost 48,000 students and employs approximately 3,400 teachers. As previous research indicated that the highest level of teacher stress was found during the last few weeks of the school year, the authors examined four schools at the end of the school year for this study. The purpose of this study was to establish the level of respondent teachers' perceived stress, the organizationally based factors that are most stress inducing, and the predominant ways in which teachers manifest stress.

Teachers surveyed in the study identified factors unique to education centering upon the classroom as those most stressful to them. For these teachers, issues related to the core task of working with students were more closely associated with stress than were organizationally focused issues which they viewed as more peripheral to their activities.

Scaros, Barbara C., "Sight on Sites: An Approach to Coping with Teacher Stress--Preventing Burn-out," Educational Resource Information Center, Ed 236 131, 1981, pp. 1-21.

The emphasis of this study was on identifying sources of stress and organizing ways of effectively managing and preventing stress by increasing self-awareness and creating peer support. Scaros' research identified a number of possible causes of stress: poor quality relationships with students; a sense of powerlessness; role conflict; personal life changes; internal sources of stress; institutional practices and policies; and time management problems. She also indicated from her research four stages of burnout: (1) Enthusiasm--setting unrealistic goals; (2) Stagnation--becoming less excited about job; (3) Frustration--beginning to question effectiveness; and (4) Apathy--concluding a job is just a job. At the point of apathy, Sacros' indicated methods of stress intervention and management.

Tellen, Sten, "Teacher Stress: Complex Model Building," Educational Resource Information Center, Ed 229 533, 1982, pp. 1-50.

Tellen presented a model of teacher stress based on data received from the responses of 1,466 teachers to a questionnaire. Results from the data showed the following: (1) individual personality characteristics, rather than biological ones were associated with stress variables; (2) teachers' relationships with pupils were by far the most important source of stress; and (3) social support was ineffective in alleviating reactions to stress exposure.

Wangberg, Elaine G., "The Complex Issue of Teacher Stress and Job Dissatisfaction," Contemporary Education, 56:11-15, Fall, 1984.

Wangberg's research indicated that teacher stress and dissatisfaction included the following areas of concern: disruptive and violent students, fear of violence, lack of public and parent support and respect, lack of job security, lack of job mobility, other career options, poor working conditions, inadequate salary and benefits, excessive paperwork, poor relationships with others in the work setting, lack of personal recognition, and loss of control over what happens within one's classroom. Other societal conditions have also held important implications for the field of education. The changing female role in today's society is having, and will continue to have, profound effects on education. In 1984, approximately 60 percent of teachers were female. Research showed that women who have traditionally made up most of the teaching work force were being attracted into private industry. The percentage of college freshmen and women expressing interest in teaching in 1984 declined dramatically since the 1960's.

As a result of perceptions of low status in teaching with few rewards and of increased career options for women in other fields, the reports on the quality of prospective teachers was disturbing. Teaching was not only failing to attract the most capable students but was attracting a disproportionate share of the least capable. The average SAT verbal score for education majors has declined 79 points in the last eight years.

SYMPTOMS AND EFFECTS OF STRESS AND BURNOUT

Austin, Dean A., "The Teacher Burnout Issue," Journal of Physical Education, Recreation, and Dance, 52:35-36, November/December, 1981.

Austin's research described stress as a body's physical, mental, and chemical response to circumstances that frighten, excite, confuse, endanger or intimidate. Stress can be caused by happy as well as bad events. Burnout, on the other hand, is physical emotional, and attitudinal exhaustion. It usually begins with a feeling of uneasiness. The interest in teaching leaves the individual permanently. Through research, a list of effects which might result from burnout were formulated: fatigue, depression, sleeplessness, tension, high blood pressure, increased heart rate, perspiration increases, tightened muscles in the back of the neck and around the head which produce headaches, and stomach spasms that may eventually result in an ulcer. Other symptoms indicated were insomnia, over or under eating, change in sexual pattern, excessive drinking, diarrhea, cramps, and constipation. If the afflicted teacher continued to work at a high level of energy stress without compensatory relaxation, the biological stress pattern could develop into disease.

Belcatro, Philip S., and Robert S. Gold, "Teacher Stress and Burnout: Implications for School Health Personnel," Journal of School Health, 53:14-27, September 1983.

This study was conducted to identify the relationship between reported levels of stress and somatic complaints, and selected illnesses. The Maslach Burnout Inventory and the Teacher Somatic Complaints and Illness Inventory were distributed to 428 teachers in public schools in southern Illinois. More than 11 percent of those responding to the study were classified as burned out according to conservative criteria for classification. The conclusion that burnout represented a health risk to teachers in this study has implications for the involvement of school health personnel. Since school health personnel have experience in educating people about physiological and psychological factors that threaten health and in motivating individuals to take positive action regarding their health, they can provide teachers with information and skills to cope with occupational stress.

Cunningham, William G., "Teacher Burnout: Stylish Fad or Profound Problem," Planning and Changing, 12:235-243, Winter, 1981.

Research indicated that the symptoms of teacher burnout often began with a feeling of uneasiness. Characteristics included being constantly tired, dissatisfied, depressed, and physically run down. Cunningham found that teachers experiencing burnout often had minor physical maladies, such as insomnia, frequent colds, headaches, dizziness, loss of appetite or sexual interest, and diarrhea. Other teachers reported somatic illnesses such as fatigue and weakness, blurred vision, irritability, difficulty in coping, malaise, and depression. Cunningham indicated if unattended over a long period of time such conditions could develop into a full range of stress-related illnesses such as obesity, malnutrition, cardiovascular diseases, musculoskeletal problems including severe headaches, respiratory problems, and ulcers. Added to these were the organizational symptoms of increased absenteeism, low level of enthusiasm, decline in performance and quality of service, lack of direction or focus, lack of communication, lack of trust and positive feedback, and lack of respect for students and other teachers.

Farber, Barry A., "Teacher Burnout: Assumptions, Myths, and Issues, Teacher College Record, 86:321-337, Winter, 1984.

The data used in this research were collected on a sample of 693 public school teachers in New York State, from both urban and suburban school districts, in the academic years 1980/1981 and 1981/1982. The sample consisted of 424 female and 249 male teachers. They had been employed as teachers for an average of 13.4 years. The measure used with these teachers was the Teacher Attitude Survey (TAS). Based on the responses given in the research, the author made eight propositions. Four of the most significant are listed: (1) That literature in the field has consistently failed to distinguish between teacher stress and teacher burnout, and that the resulting confusion has seriously impaired an effective understanding of either concept; (2) That the problem of teacher burnout was more than a faddish concept and had, in fact, reached serious proportions; (3) That the seriousness of the problem resided in the fact that teachers were actually "worn out" rather than "burned out."; (4) That there still remains within the teaching profession a significant subset of dedicated, committed teachers.

Fimian, Michael J., Joseph Zacherman, and Roberta J. McHardy, "Substance Abuse and Teacher Stress," Journal of Drug Education, 15:139-155, 1985.

There were five individual and one aggregate samples surveyed in this study. In the course of this study, five research problems were addressed: (1) Is the frequency of use of over-the-counter (OTC), prescription (P), and alcohol (A) substances at all related to the frequency of on-the-job stressful events?; (2) Is the frequency of uses of OTC, P, and A substances at all related to the strength of on-the-job stressful events?; (3) Does a particular percentage of each sample report a great-to-major need to use OTC, P, and A substances, both individually and in combination?; (4) Does a particular percentage of each sample report daily or near-daily use of OTC, P, and A substances, both individually and in combination?; and (5) Can the strength and/or the frequency of work stress be used to predict the frequency or strength of substance use? The Total Strength and Total Frequency Scores of the Teacher Stress Inventory (TSI) were used to assess stress levels. The following determinations were reached: (1) high stress frequencies were significantly related to the frequent use of OTC, P, and A substances; (2) high stress strengths were significantly related to perceptions of the strong need to use such substances; (3) 6 percent to 11 percent of the teachers reported a great-to-major need to use chemical substances to manage stress, while 3 percent to 11 percent reported actually making use of these on a near-daily or daily basis; (4) the Total Stress Frequency can be used to predict the frequency of substance use; and (5) both the Total Frequency and Total Strength measures can be used to predict the degree of need to use stress-buffering substances.

Hawkes, Richard R., and Charles V. Dedrick, "Teacher Stress: Phase II of a Descriptive Study," NASSP Bulletin, 67:78-83, March, 1983.

Hawkes and Dedrick conducted Phase II of the teacher stress survey to determine the number of teachers leaving the profession, and the professional discontent being expressed. The findings of the Phase II Teacher Stress Survey indicated that the professional and economic climate of the times has had its effect on the stress teachers face. In particular, the country's economic difficulties have caused teachers to consider finances a more significant source of stress today than in the past. Research showed that teachers wanted feedback from their administrators, involvement in the decision-making process, recognition for excellence in teaching, and then the support of parents and the community. It is important to note that teachers still found students the most important reason for teaching. The challenge of the job also still provided a solid psychological reward.

Maslach, C., and S. E. Jackson, "The Measurement of Experienced Burnout," Journal of Occupational Behavior, 22:99-113, 1981.

Maslach and Jackson, through their research in the helping professions, indicated that burnout is composed of three phases--emotional exhaustion, depersonalization, and reduced personal accomplishment. Emotional exhaustion is characterized by the depletion of a teacher's emotional resources and the feeling that one has nothing left to give to others at the psychological level. The depersonalization phase consists of developing negative, cynical, and sometimes callous attitudes toward students, parents, and colleagues. Finally, reduced personal accomplishment is the feeling of no longer being effective in working with students and in fulfilling other school responsibilities. The authors stated the level of burnout experienced by a teacher is a function of the frequency and intensity of these three phases.

Paine, Whiton Stewart, "The Burnout Phenomenon," Vocational Education, 56:30-33, November/December, 1981.

Burnout is not a mental disability, indicated Paine, although in its terminal stages it may be as serious and disabling as a mental illness. Paine stated that burnout is an inappropriate way of dealing with stress on and off the job. It can affect a person's health, behavior, emotional adjustment, general attitudes and relationships with others. His research listed the following problems which burnout could cause: physical problems (such as chronic fatigue, frequent minor illnesses, stomach disorders, and high blood pressure); addiction problems (such as increased consumption of caffeine, legal and illegal drugs, tobacco and alcohol); emotional problems (such as depression, feelings of guilt at not doing a good job, chronic anger, paranoia, and a tendency to distance the self from colleagues, supervisors, and students).

Paine indicated that not only did these effects lower the quality of education, but they also added to the costs of running a school system. Costs escalated even more if teachers began to use legal remedies to recover damages claimed as a result of job stress.

Remley, Donald, "Teacher Stress and Strain," Thrust, 14:46-47, June, 1985.

This study involved an in-depth investigation of 93 individual workers' compensation cases in 20 randomly selected school districts from 1975 to 1983. Stress and strain on the job in Los Angeles have been ruled by the courts as legitimate claims in workers' compensation cases.

Schwab, Richard L., and Edward F. Iwanicki, "Perceived Role Conflict, Role Ambiguity, and Teacher Burnout," Educational Administration Quarterly, 18:60-74, Winter, 1982.

This study of 469 classroom teachers examined the relationship of perceived role conflict and role ambiguity to teacher burnout when controlling for selected background variables by using multiple regression analysis as an appropriate statistical technique. According to the researchers there were three aspects of burnout: (1) the most visible of the three was the development of increased feelings of emotional exhaustion and fatigue by workers; (2) the tendency for workers to develop negative, cynical attitudes toward their students; and (3) the tendency to evaluate oneself negatively, to have feelings of a lack of personal accomplishment. Two of the more important findings of the research include the following: role conflict and role ambiguity explained a statistically significant amount of variance in feelings of emotional exhaustion and depersonalization, and role conflict and role ambiguity differed in their relationships to the three aspects of burnout.

Schwab, Richard L., Susan E. Jackson, and Randall S. Schuler, "Educator Burnout: Sources and Consequences," Educational Research Quarterly, 10: 14-30, 1986.

The sample used in this study was composed of 339 teachers who completed a 16-page questionnaire. The researchers examined the following questions: What are the most powerful organizational and personal predictors of emotional exhaustion, depersonalization, and low personal accomplishments?; What are the most important consequences of each of the three components of burnout for the organization and the individual? The results supported previous findings that various contributors to burnout have differing effects upon the aspects of emotional exhaustion, depersonalization, and personal accomplishment. Individuals suffering from burnout were more likely to leave teaching, to exert less effort teaching than they once did, to have difficulty relaxing, controlling their temper and relating to family members, and to be absent from school.

MANAGEMENT OF STRESS AND BURNOUT

Blase, Joseph J., "A Data Based Model of How Teachers Cope With Work Stress," The Journal of Educational Administration, 22:172-191, Summer, 1984.

Blase described a data-based taxonomy of behaviors that teachers use to cope with work stress and the perceived effectiveness of such behaviors in dealing with stress. The taxonomy was constructed from data collected from school teachers located in several regions of the United States. The research indicated two main coping behaviors: confrontation and adaptation.

Dewe, Phillip J., "Coping With Work Stress: An Investigation of Teacher's Actions," Research in Education, 33:27-40, May, 1985.

Dewe's research identified a range of strategies teachers use when dealing with stress. The results highlighted the importance of first investigating the construct of coping, developing various techniques for measuring coping, and researching coping in the stress process. He divided his work into two phases. The first phase attempted to find out what sorts of things teachers did to cope, and the second phase was to develop a "teacher" check list of coping strategies. To display the results tables were presented ranking the data. The listings were divided into direct-action strategies (problem-solving) and palliative (regulation of emotion) strategies. As a result, he then labeled the ten most frequently used coping strategies. Of the ten, six were direct action strategies and four were palliative.

Fimian, Michael J., "Stress Reduction: Techniques for Teachers," The Pointer, 24:64-69, Winter, 1980.

Fimian's study reported on two areas of stress reduction: (1) Stress Reduction through Personal Management and (2) Stress Reduction through Environmental Management. By using the personal management technique, he suggested "mental health days," where the teacher would self-pace his/herself by stopping, relaxing, exercising, or meditating when in stressful situations. Another technique would be to reduce the number of activities and responsibilities to strengthen self-esteem and confidence. The second method entailed the management of time, workload, expectations, and usage of administrative functions.

Forman, Susan G., "Stress Management For Teachers: A Cognitive-Behavioral Program," Journal of School Psychology, 20:180-187, Fall, 1982.

Urban secondary school teachers participated in six three-hour sessions which met once a week, for six consecutive weeks on Saturday mornings. The program consisted of four basic components: presentation of conceptual framework, relaxation training, training in cognitive restructuring, and a rehearsal and application phase. Measures included self-reported anxiety and stress, and observations of teacher classroom behavior. Results showed that the training program significantly decreased self-reported stress and anxiety. Follow-up data indicated further decreases six weeks after termination of the training program. Results also indicated decreases in motoric manifestations of anxiety in the classroom as a result of the training.

Frey, Diane, and Joseph A. Young, "Methods School Administrators Can Use To Help Teachers Manage Stress," NASSP Bulletin, 67:73-77, March, 1983.

In their study, Frey and Young pointed out that many times principals fail to realize the impact their helping behaviors have on staff members who are experiencing stress. Principals can offer more sensitive reinforcement; help with the curriculum decisions; act as buffers; and aid teachers in improving school/community relationships. They can also help to reduce class size, foster more communications among staff members, and provide adequate in-service preparations. The authors outlined fourteen steps that administrators could use to help teachers in managing stress. Research emphasis was placed on a good principal/teacher relationship that could reduce the stressors that cause burnout.

Gmelch, Walter H., "Educators' Response to Stress: Towards a Coping Taxonomy," Educational Resource Information Center, Ed 244 937, April, 1984, pp. 1-27.

Gmelch indicated that in dealing with coping techniques, the individual is the most important variable; no one technique will be successful for an individual in all situations. Consequently, since no one technique will work for everyone, a stress-reduction program must assault the problem at many levels. This research was developed to find specific coping techniques helpful to educators. The data was collected from 1,156 questionnaires about stress answered by teachers. One hundred fifty-six techniques were identified and grouped into seven categories: social, physical, intellectual, entertainment, managerial, personal, and attitudinal. Effective coping appeared to consist of building a repertoire of techniques equally balanced in these categories. The study also assessed the number of coping responses used and the frequency with which 125 educators used them.

Higgins, Nancy C., "Occupational Stress and Working Women: The Effectiveness of Two Stress Reduction Programs," Journal of Vocational Behavior, 29:66-78, 1986.

Using 53 working women as subjects, this study evaluated the effectiveness of two 7-session stress reduction programs. One of the programs consisted of progressive relaxation and systematic desensitization. The other involved instruction in time management, rational-emotive therapy, and assertiveness training. The study also had a delayed treatment control condition. The Maslach Burnout Inventory, the Personal Strain Questionnaire, and the Work Schedule Questionnaire were administered as pretests and posttests to assess emotional exhaustion, personal strain, and absenteeism. It was found that the subjects in the two programs had significant decreases in emotional exhaustion and personal strain relative to the controls. The results indicated that both of the programs tested were effective in reducing stress. There was no significant difference found between the two stress reduction programs.

Leach, David J., "A Model of Teacher Stress and Its Implications for Management," The Journal of Educational Administration, 22:157-172, Summer, 1984.

Leach's work proposed a definition and a model of work-related stress in school that incorporates current concepts and research findings. Tactics and strategies for coping with and reducing the build-up of environmental stressors are developed from the model. The purpose of this study was to provide recommendations for the multi-level management of stress throughout schools.

Leach had two main aims in his research: one to identify factors that, according to research, were critically related to the amount of stress experienced by teachers in their efforts to meet the demands made on them in school and to identify procedures that would facilitate the functional reactions of teachers to any stress that they experience in their day-to-day work which will reduce the likelihood of learned helplessness.

Long, Bonita C., et al., "Employee Health Service For Teaching and Nonteaching Staff: A Needs Assessment," Evaluation and Program Planning, 9:355-366, 1986.

These researchers reported the results of a needs assessment conducted for an Employee Health Service in a metropolitan school district. Survey questionnaires were distributed to the entire district staff with a return rate of 49 percent (n=2,268). As a means of determining whether particular subgroups perceive stress differential, multivariate analyses of variance were performed. Results indicated that "degree of stress" is the health risk variable which can best differentiate employees on the basis of health risk predictors. For teachers, coping ability differentiates those who have high versus low stress. Furthermore, classification of individuals by job category results in the most pronounced differences between groups on ten stress variables. Overall, task-based stress was deemed to be the most stressful of the variables.

Lowell, Flint, "A Model for Understanding, Preventing and Controlling Burnout," Educational Resource Information Center, Ed 212 630, February, 1982, pp. 1-26.

Lowell stated that teacher burnout is the state of exhaustion, despair, and futility which results from the belief that achievement and satisfaction in teaching is either not possible or not worth the effort required to produce it. He also indicated that, making repeated measures of employee job dissatisfaction and stress, trends can be observed and remedial steps can be taken. Lowell illustrated this by plotting stress and dissatisfaction on a graph. This interaction model then created three areas which Lowell discussed. The first area was the assumption that stress and job satisfaction can be measured and presented in parallel form. The second area involved techniques of stress management. The last area showed how burnout can be manipulated to create job satisfaction. Based on this model, the author indicated methods of reducing stress. He suggested that the teacher must take care of his/herself physically, take a break from work by leaving it at the office when he/she goes home, find support groups, participate in stress management workshops, and last seek help if he/she has serious physical symptoms.

Pagel, Susan, and Joseph Price, "Strategies to Alleviate Teacher Stress," The Pointer, 24:45-53, Winter, 1980.

The authors pointed out that stress is a very real issue confronting educators today. The documented sources of stress were complex and multifaceted, and often appeared beyond the control of the individual teacher. Their research presented practical suggestions for teachers to use both inside and outside the classroom to alleviate stressful situations. While it was recognized that no single solution will work for every teacher, Pagel and Price offered these strategies as alternatives to improving conditions within the educational environment

Peterson, Arlin V., and Gerald D. Parr, "Controlling Stress and Burnout: Self-Help For Educators," Texas Tech Journal of Education, 13:41-47, Winter, 1986.

Peterson and Parr reported that through their research they found an approach to stress management that was appropriate for school-related stress, for job burnout, or for personal concerns. They stated that the more one uses the plan, the more creative he or she can become and the more plans he or she can manage at a particular time. Their research indicated that as one aspect of life improves, other stressful situations tend to disappear or become less significant. Their stress plan follows a logical outline of written plans which brings attention to action, as they believe success is achieved only through action. The plan includes the following steps: writing down what is desired to be accomplished; listing the specific actions to be taken to reach that goal or to resolve the problem; writing down ways in which actions are helping to relieve the problem; listing specific actions that will help achieve the goal or alleviate the problem; and last following faithfully and consistently the actions stated in the plan.

Pettegrew, Loyd S., and Glenda E. Wolf, "Validating Measures of Teacher Stress," American Educational Research Journal, 19:373-396, Fall, 1982.

This paper reported the results of a known groups-validation study of several measures of teacher stress. Role-related stress, task-based stress, and environmental stress comprised the stress measures. The sample was chosen from groups of teachers in high schools and junior-high schools. These teachers groups were then given a questionnaire containing the three major stress variables and additional stress-related variables. Four research questions were addressed: the internal consistency of the teacher stress measures; the structural reliability of the measures; the predictive validity of the measures; and the construct validity of the measures of teacher stress. The end result of the study concluded that the measures reviewed provide a reliable and valid assessment of teacher stress.

Sommerville, Addison W., et al., "Effect of Stress Management Class: One Year Later," Teaching of Psychology, 11:82-85, April, 1984.

The author believed that stress management programs were established on the premise that one could recognize the effects of stress and thus use effective coping techniques to counteract the negative aspects of stress overload. Since all teachers are unique individuals, there is no ready solution which would suit everybody. Therefore, various coping techniques must be experienced before an individual discovers the most effective ones. The purpose of this study was to investigate the possibility that teachers could modify their lives to lessen the effects of stress. Knowledge of stressors, effects of stressors, and the use of coping techniques would allow teachers to consciously choose their response to stress. Of 33 subjects, the research indicated that 10 of the subjects used the techniques often and 17 used the techniques part of the time.

Taylor, Lorraine, and Spencer J. Salend, "Reducing Stress-Related Burnout Through a Network System," The Pointer, 27:5-9, Summer 1983.

Taylor and Salend demonstrated one method of minimizing stress and eventual burnout through the development of an interdisciplinary network of professionals (community resources). They described network support as an aspect of social support which facilitates stress reduction through communication and mutual obligation. The major purposes of the network would be the following: (1) expand the teacher's resources; (2) help the teacher reduce and manage the overall level of stress in the teaching-learning environment; (3) support the teacher who is faced with difficult personal or interpersonal situations such as those arising from administrative priorities; (4) to increase parental involvement; (5) involve the teacher with community resources; and (6) provide the teacher with opportunities for professional and personal growth. A vital part of any school network system would be school personnel.

Werner, Anthony, "Support for Teachers in Stress," The Pointer, 24:54-60, Winter, 1980.

According to Werner, principals can play an active role in helping to reduce teacher stress. Principals can intervene by helping the teacher acknowledge and accept his/her feelings and by sanctioning his/her right to have those feelings. By listening empathetically and reflecting the teacher's feelings, the principal helps to reduce the teacher's high level of stress to a more manageable level.

The principal can be supportive by helping the teacher set and maintain realistic expectations. He/She can caution teachers against the pitfall of becoming overly involved, always keeping a professional distance from students. Opportunities should be provided for the teacher to increase knowledge and skills through in-service training, reading, conferences, and consultation with specialists.

Woodhouse, D. A., et al., "Taking Control of Stress in Teaching," British Journal of Educational Psychology, 55:119-123, June, 1985.

An evaluation of two 6-day in-service courses in human relations for teachers, (using a diary before, during and after the course, and follow-up interview) produced data on how teachers handle stress. In the follow-up diaries and interview there was evidence that training in human relations produced changes in behavior and a reduction in stress.

SUMMARY

Research indicating the existence of harmful stress in the teaching profession, the causes of that stress and burnout, and the effects and symptoms is very extensive. The research or management reduction of that stress is currently becoming extensive and is presenting coping strategies.

A variety of factors prompted teacher burnout. Causes of teacher stress can be traced to work overload, lack of perceived success, amount of direct contact with students, teacher-student ratio, program structure, and responsibility for others according to Gold. Dedrick, Hawkes, and Smith ranked discouragement by apathetic and disinterested students along with lack of time in the school day as high stress causing factors. Mersky found evidence that a high degree of stress was associated with management practices and with events that relate to violence and student discipline. Kalker's research agreed with Mersky that the large degree of time spent as disciplinarians caused much distress. He also indicated that inadequate salaries hurt teachers' self-esteem. Thus, the causes are diverse.

Likewise, teachers experience a wide range of effects of stress. The effects of stress and burnout are well documented by Austin: fatigue, depression, sleeplessness, high blood pressure, increased heart rate, headaches, and stomach disorders. In addition to these physical problems,

personality problems such as irritability, difficulty in coping, and depression occur, according to Cunningham. Paine found evidence that burned out teachers frequently increased teacher consumption of caffeine, legal and illegal drugs, tobacco and alcohol. He also added that the most common emotional change is depression, involving feelings of guilt, chronic anger, paranoia, and distancing oneself from other. Thus, these effects vary from relatively minor changes to serious social and physical problems.

Consequently, effective methods of stress reduction are necessary. Two areas of managing the reduction of stress are personal management and environmental management. Fimian suggested physical exercise, self-pacing, and reducing the number of activities and responsibilities to personally manage stress. He also suggests management of time, workload, expectations and usage of administrative functions to control the environment. Forman reinforces these views with program suggestions to facilitate the management of stress. Several researchers--Frey, Young, Hawkes, Dedrick, and Werner emphasize the importance of a principal offering sensitive reinforcement, help with curriculum decisions, reducing class size, and producing in-service programs. The principal can be supportive by helping the teacher set and maintain realistic expectations.

Sommerville summarizes many findings with his statement that all teachers are unique individuals and there are no ready solutions to suit every individual. Various coping techniques must be experienced by an individual to discover the most effective ones. Although differences exist in both individuals and situations, improvement in daily routines have been shown to reduce stress and special programs have successfully aided teachers.

CONCLUSIONS

A number of qualified people are leaving the teaching profession and people currently in teaching are displaying dissatisfaction. Extensive research has been accumulated to determine the causes, effects and possible solutions of this unfortunate situation.

Throughout the various published reports research indicates that much of teacher stress has reached the serious proportion of teacher burnout. The majority of the authors refer to burnout as exhaustion due to stress that has physical and/or mental repercussions. This burnout originates with loss of self-esteem and confidence. Many factors contribute to this loss. One of the most crucial factors is apathetic, disinterested, and undisciplined students. Other elements contributing to this loss is the harmful stress stemming from work overload, lack of time in the school day, management practices, inadequate salaries, and high teacher-student ratios.

As causes of teacher stress and burnout vary greatly with the individual the effects also vary greatly with the individual. However, harmful stress usually begins with a feeling of uneasiness from which follows the loss of interest in teaching. Depression is one of the most prevalent outcomes of teacher stress.

Short lived bouts of irritability, fatigue, worry, and frustration are some of the first signs of early burnout. These symptoms if not acted upon will then be followed by a moderate degree of the same symptoms but last for two weeks or more. The severe burnout has the occurrence of physical ailments such as ulcers, chronic back pain, and migraine headaches (Iwanichi, 1983, p. 28). Potential consequences of burnout are alcoholism, drug addiction and excessive smoking. Teachers must be sensitive to these symptoms, to their levels of persistence, and to coping with this stress effectively.

RECOMMENDATIONS

1. Teachers should be made aware of teacher stress and burnout, its symptoms, causes, and ultimate effects.

2. Overall tactics and strategies for coping with personal and environmental stressors should be accessible to teachers.

3. School systems should offer specific health programs that encourage frequent health checks and physical activity.

4. The educational environment should be examined by administrators to evaluate workload, expectations, and detailed out-of-classroom administrative functions.

5. Principals can be supportive by helping the teacher set maintain realistic expectations. This could be handled through the evaluation process if principals are made aware of the problem.

6. Efforts should be made to give teachers and their profession a better public image. Increases salaries would help to enhance the teacher status as professionals.

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STUDENT BACKGROUND

Personal: Patricia Tarr Pletcher
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Education: Bachelor of Science Degree, 1981
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Interest: My interest in this topic began when I entered the teaching profession and I began feeling frustrated by all the expectations placed upon me. My teaching was constantly being interrupted by discipline problems, office requests, parental confrontations, and extra curricular school activities. I have tried to find ways of dealing with stress to release these frustrations. I am interested in finding methods that produce the most positive results. I believe that the knowledge and understanding I gain from this research will help me to deal more effectively with stress, and, therefore, be a better teacher with the desire to continue in the profession.